

AN ANALYSIS ON GRAMMATICAL ERRORS OF STUDENTS' WRITING ASSIGNMENT USING SIMPLE PRESENT TENSE MADE BY EIGHT GRADE STUDENTS OF SMPN 5 PAMEKASAN

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Abstract:

This study aim to find what kinds of grammatical errors made by eight grade students in writing assignment of SMPN 5 Pamekasan? This study is qualitative research by using descriptive approach. The data of this study were taken by using a test. The test was in the form of written test by asking students to make paragraphs. And the test itself is in the written form, and it was used as the research instrument. It was taken in the eight grade SMPN 5 Pamekasan through 2017-2018 academic year. And the test was held for about 60 minutes that consists of 21 students. Based data analysis it is found the greatest errors categories are errors in omission which dedicated 28 times or 44,4 %. For the second error domination, on the other hand, there is the errors of addition and misformation which appeared 15 times by 23,8 %. And the lowest frequency occurrences is the errors of misordering which only has 5 times with the percentage 7,9 %.

Keywords: error analysis, grammar, writing

Introduction

There are four basic skills in English: listening, speaking, reading and writing. But the most important and difficult, especially, for Indonesian student is writing. It is one of the skills that must be mastered in learning a language. Oshima and Hogue in their book *Writing Academic English* (1999:3) state that "Writing, particularly in academic writing, is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a "process" not "product". It means that to develop this skill, we have to practice, review and revise, review and revise again because it is so difficult not only for new learners but also for native speakers.

In the case of learning English, for instance, writing plays an important role to develop the mastery of the system of English language. Besides, writing is an alternative way to present ideas, opinions, reports, or anything else. If people want to make a paragraph, for instance, they must master many aspects of language skills. In

application of good writing, using grammar, vocabulary, diction, punctuation, until the paragraph development should be done in order to achieve a good quality of writing work. Beside that, we do not communicate face to face with other listeners, so written language must be clear, easy to be understood and not ambiguous in order that the readers understand what the writer means.

As a Longman states in his book (1987:453), the term "grammar" refers to a set of rules by which words change their forms and are combined into sentences. Studying grammar will enable us to recognize the importance of grammar in building meaning of a text. The importance of grammar has led many English language teachers to make a judgment that instilling grammar is important in the teaching-learning process. So that, grammar which is considered as the basis of text analysis to readers, becomes a part of teaching orientation.

Because of writing and grammar are difficult and complicated than other skills and sub skills, so, many learners have

problems and errors in creating good of writing works. Learners make errors both in comprehension and production. L2 learners are not alone in making errors, but children learning their first language (L1) also makes “errors”. Also, even adult native speakers sometimes make “errors”. (Rod Ellis, 1994:47)

Dulay and Burt (1972) referred to errors as “goof” (wrong) defined in an earlier work, *The Gooficon* (Burt and Kiparsky 1972:1) as “an error is noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.

Brown (2000:166) defines that the learners make errors and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners errors (interest to study of learners errors).

So, the error is the deviation of some system of the language that the learner still developing the knowledge of the target language rule system because of lack knowledge from the adult grammar of native speaker reflecting the interlanguage competence, and those errors can be observed, analyzed, and classified to reveal something of the system.

In order to serve better bases for error analysis, Dulay, Burt, and Krashen (1982:146) states that errors have divided into four types based on Surface Strategy Taxonomies as follows:

1. Errors of Omission

Errors of Omission are indicated by the absence of an item that must appear in a well-formed utterance. Some morphemes or words in a sentence are potential part of a sentence for omissions. Basically, there are two types of morpheme in English. First, content morpheme that provides a problem in terms of meaning of a text. The morphemes consist of nouns, verbs, adjectives, and adverbs. The second type is grammatical morpheme that has a minor role in conveying the meaning of a sentence

2. Errors of Addition

Errors of Addition are characterized by the presence of an item which must not appear in a well-formed sentence. It is the opposite of omission.

3. Errors of misordering

Errors of misordering occur as there is incorrect placement of a morpheme or a group of morpheme in a sentence. These error occurrences are usually performed by students as they have had a good mastery in a certain construction that makes them have a tendency to over generalize some certain constructions.

4. Errors of Misformation

Errors of misformation occur when the students use the wrong form of the morpheme or structure in a sentence. In this case, students use and supply something in a sentence incorrectly

By learning in writing errors the teacher could overcome, and minimize the learner error when they find the rule of language especially the errors in finding the rule of the language itself. Beside that the most important things that the teacher do is explaining the errors to the students in order that the students are able to realize that they have made errors of language rule.

This study aim to find what kinds of grammatical errors made by eight grade students in writing assignment of SMPN 5 Pamekasan?

Research Methodology

This study is qualitative research by using descriptive approach. Qualitative research is a kind of research that construct social reality, cultural meaning, focus on interactive processes and events, authenticity the key factor, values present and explicit, theory and data fused, situationally constrained, and consist of few cases and subjects. Newman (2014:17) said that the researcher’s opinion can be or is usually involved in qualitative research but in quantitative, researcher is detached because the data is all exact and based on the real mathematic calculation.

Neuman (2000:33) states that “the techniques of collecting data maybe grouped in the two categories: quantitative is collecting data in the form of numbers.

And qualitative is collecting data in form of word or pictures". But the appropriate approach in this study is qualitative approach. While the writer make a description of students' grammatical errors in writing using simple present tense at SMPN 5 Pamekasan

The data of this study were taken by using a test. The test was in the form of written test by asking students to make paragraphs. And the test itself is in the written form, and it was used as the research instrument. The writer also did a try-out. The purpose of the try-out is to establish the test reliability, avoiding ambiguous words, and to advance students writing ability. It was taken in the eight grade SMPN 5 Pamekasan through 2017-2018 academic year. And the test was held for about 60 minutes that consists of 21 students.

According to Tanzeh (2011:193) in Kusumawati (2014:36) data collecting is a systematic and standardized procedure to obtain the necessary data. In collecting the data, the researcher are using observation, interview and documentation.

All the data collected by analyze the sample of the students' writing assignments by using strategy taxonomy. The errors will be classified into four taxonomies covering errors of additions, errors of omissions, errors of misformation, and errors of misordering. The stages of analysis are as follows:

- a. Identification of the errors.
In this stage, the writer identifies the sentences deal with simple present tense, and the writer identifies the errors.
- b. Classification of the errors
The second stage is the writer classifies each error like error of omission, addition, error of misformation, and error of misordering. Then correct of those errors.
- c. Tabulation of errors
The third process of the analysis is computing the percentage of occurrences of each error. The formula proposed by Arikunto (1992:195) is following:

$$P = \frac{f}{N} \times 100\%$$

Note:

P = Percentage of Errors

F = Type of Errors

N = Total of Errors

d. Making Inference or Conclusion

After identifying, classification and computing the percentage, the last process of the analysis is making conclusion

Research Findings and Discussion

The data is analyzing the grammatical errors from students' writing assignment by using simple present tense made by the first class at SMPN 5 Pamekasan. Brown (2000:166) defines that the learners make errors and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners errors (interest to study of learners errors).

The writer asked the students to make paragraph which must be in simple present tense. The writer asked the students to choose one of five topics to be discussed in their paragraph. And then, the writer identified 64 errors. It can be seen in the following table:

Table 1 error of omission

No	Types the Errors of Omission	Occurrences	Percentage
1	Omission of 's'	1 time	3,6 %
2	Omission of 'es'	8 times	28,6 %
3	Omission of 'is'	4 times	14,3 %
4	Omission of 'am'	1 time	3,6 %
5	Omission of 'a'	2 times	7,1 %
6	Omission of 'pronoun'	2 times	7,1 %
7	Omission of 'punctuation'	6 times	21,4 %
8	Omission of 'verb'	1 time	3,6 %
9	Omission of 'word'	1 time	3,6 %

10	Omission of 'ing'	2 times	7,1 %
total		28 times	100%

Table 2. Error of Addition

No	Types the Errors	Occurences	percentage
1	Addition of 's'	2 times	13,3 %
2	Addition of 'is'	1 time	6,7 %
3	Addition of 'to'	6 times	40 %
4	Addition of 'the'	1 time	6,7 %
5	Addition of 'do'	1 time	6,7 %
6	Addition of 'word'	1 time	6,7 %
7	Addition of 'punctuation'	2 times	13,3 %
8	Too many sentence connector	1 time	6,7 %
Total		52 times	100%

Table 3. Error Misoredring

N o	Type of erro	Occuranc e	Percentag e
1	Misorderin g verb	5	100%
	total	5	100%

Table 4 Error Misformation

N o	Types the Errors	Occurrences	percentage
1	Regularization	4 times	26,7 %
2	Alternating form	2 times	13,3 %
3	Mis-diction	1 time	6,7 %
4	Sequence tense rule not followed	4 times	26,7 %
5	Misformation of 'pronoun'	2 times	13,3 %
6	Misformation of 'word'	1 time	6,7 %
7	Another misformation	1 time	6,7 %
Total		15 times	100 %

From the data analysis above, we can know the types of errors which were made by the students. Those are errors of

omission, errors of addition, errors of misordering, and errors of misformation. And the writer could notice the types of each error. Here are review the types of errors.

As explain in the data analysis before, it is found the greatest errors categories are errors in omission which dedicated 28 times or 44,4 %. Here the most frequently appear was in omission of 'es'. It means that students confused in simple present tense which had to put 'es' after subject he, she and it. So, they often omitted 'es' in sentences. For the second error domination, on the other hand, there was the errors of addition and misformation which appeared 15 times by 23,8 %. In addition errors, the most frequently appearance was the addition of 'to'. When the students did not know some words, they looked at the dictionary and just put it in the sentence just the way it is, without considering whether the sentence need to infinitive or not. So they often made errors in addition of 'to'. And for errors of misformation, And the lowest frequency occurrences was the errors of misordering which only had 5 times with the percentage 7,9 %. Only few parts of students made errors in misordering. The placement of words did not make students confused about it.

Conclusion

Based on 'surface strategy taxonomy, there are four types of errors. They are: errors of omission, errors of addition, errors of misorderng, and errors of misformation, (Dulay et. al, 1982:151).

As explain in the data analysis at chapter four before, it is found the greatest errors categories are errors in omission which dedicated 28 times or 44,4 %. For the second error domination, on the other hand, there is the errors of addition and misformation which appeared 15 times by 23,8 %. And the lowest frequency occurrences is the errors of misordering which only has 5 times with the percentage 7,9 %.

By studying the errors as they made, the students' difficulties in learning writing using simple present tense, can be analyzed and it reflects the problem that students

face. Therefore, the answers to the questions concerning the types of errors and the pattern of frequency occurrences have been provided by the result of the present study.

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